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Bulletin

of the



LOUISIANA

LIBRARY ASSOCIATION

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Pre-Convention Issue

Spring, 1953

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THE BULLETIN

of the

LOUISIANA LIBRARY ASSOCIATION

VOLUME 16

NUMBER 2

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Editorially Speaking

Louisiana librarians, like many other thoughtful citizens, were amazed by the recent action of the Louisiana State University Board in voting to spend public funds to enlarge the football stadium rather than for rebuilding the library. Our amazement was made more acute by a study of the facts and figures on the use, comparison with facilities of other institutions, and anticipated needs of the two possibilities.

The action of the Board is a tragedy for the students, present and potential, who will lose most by the decision, and who had expressed themselves emphatically in favor of the library. History indeed repeats itself—in 1942 Louisiana State University lost, through inadequate support, the *Southern Review*, one of the most outstanding literary publications in America—and with it went some of our country's most eminent men of literature.

In 1952-53 we have lost the library—that sorely needed building which should have been a boon to all the colleges of the institution. And for what? A stadium in

which a possible 20,000 more spectators might view a game once every two years when Tulane visits L. S. U.—to be utilized as a dormitory for non-existent students (the existing dormitories are far from filled).

The battle was lost, but it was not forfeited. There were those who fought hard and long—and on their side was general public opinion of the entire state—the entire state and the students, present and future, owe a special vote of thanks to Mrs. Calvin Schwing (Ella V. Aldrich) and the others who tried hard to convince the other members of the Board that the best interest of Louisiana should have been served by building a library rather than a stadium.

But to turn to more pleasant subjects: The Committee on Local Arrangements for the LLA Convention suggests that reservations be made soon. Rates at the Jung, Headquarters hotel, are \$10 and up for double rooms, and \$6 and up for single rooms. Requests should be addressed to Mr. Rodney Baker, Jung Hotel, New Orleans, for prompt attention.

President's Prelection

By

GARLAND F. TAYLOR

I am delighted to have the opportunity, through the kind permission of our Editor, Mr. Jacobs, of wishing you here a most rewarding and productive year in your own endeavors, and all of us (that's the L. L. A.) a continuation of the good work for which the Library Movement in Louisiana is justly famous. Having come into the field relatively recently, I am impressed again and again with the fine reputation which Louisiana libraries and librarians have won, and it makes me grateful for the privilege of being part of the cooperative endeavor

which the Louisiana Library Association is for all of us.

Through more than a quarter of a century the L. L. A. has been built by long hours of hard and sacrificial work by a great many people, some of whom have received in return little or no reward beyond the satisfaction of a job well done, the approval of their professional consciences, and the exhilarating awareness of being part of a worthy enterprise. As your president, please let me record my personal and official thanks to all the people who, in countless

ways and at many levels, contribute so heartily and effectively to the Association's welfare and progress.

At the same time, however, there is room—room for more people in the active membership, and room for more participation on the part of those who are already members. The L. L. A. is your association; it can be as much better as you are willing to help make it. At the very least, may we not take active part in sectional activities; keep informed of library affairs in Louisiana and

nationwide, through the *Bulletin* and otherwise; and make our interests and suggestions known to the officers and committees of the Association?

In these strange times it seems certain that the challenges to us as librarians and friends of libraries will be dramatic and full and to this end the Louisiana Library Association of potentialities for good. We must try to be ready to meet them with energy and skill, ciation is committed to do its level best.

Retiring President's Recapitulation

By

EVELYN G. PETERS

The following summaries of activities of various committees were compiled and submitted by Miss Evelyn Peters, President, 1952.

As reflected in the committee reports and in the official minutes of the varied meetings of the Executive Board, this has been a year of varied activities for the Association. In almost every instance, the standing committees have carried forward the continuing projects based on the efforts of previous years. That individuals have devoted their hard work and enthusiasm either officially or in consultation to the fulfilling of the object of the Association—"to promote the library interests of the State of Louisiana"—is a tribute to the fine teamwork of the entire membership.

Constitution, By-Laws and Manual: The 1951 Committee passed along six suggested amendments to the By-Laws which with additional one from the Executive Board were recommended to the membership and were by unanimous vote adopted at a general meeting at the Shreveport convention. Three changes in the Manual were approved by the Executive Board. As a result of the changes in the By-Laws and in the Manual, fourteen pages of the Manual were retyped

and mimeographed. Twenty-three copies of each unrevised page were mimeographed to bring the total number of copies available for distribution to the Executive Board and to members of committees to 106.

Federal Relations: The Library Services Bill was the chief concern of the Committee. In its campaign to gain support for the Bill the committee circularized public librarians, secured resolutions of endorsement from statewide organizations, and prepared articles for the *LLA Bulletin*. The Chairman testified on behalf of the Bill before a Subcommittee of the House of Representatives Committee on Education and Labor.

Federal legislation on which action was taken included the Defense Housing and Community Facilities and Services Act of 1951, the Celler Bill, Veterans Bill, and the Library of Congress appropriation. The Committee was at all times in close touch with the ALA Washington Office and supplied the director with information as requested. (The Association gave the ALA Washington Office a total subsidy of one hundred dollars.)

Louisiana Literary Award: The Award Book winner was *The Pirate Lafitte and the Battle of New Orleans*, by Robert Tallant.

The author was presented along with Mr. John Chase, the illustrator of the book and a previous award winner with an award-certificate at the Shreveport convention. The committee is studying the existing standards for judging Award books and expects to make recommendations to the 1953 executive board for clarifying the standards.

Membership: There were five hundred and forty-four members of LLA in 1952 of which 494 were individuals, 5 sustaining, 16 contributing, and 29 institutional. The Committee makes an earnest plea that each individual member in the Association attempt to tap the large potential membership still unclaimed. It is felt that the personal approach can be far more effective than circular letters and publicity of the Committee.

Modisette Award: Plans were made for the revision of standards for the public and school library sections. A committee is in the process of being appointed to study the feasibility of an award for college and reference libraries. No plan has been worked out for judging improvement in special libraries. The 1951 citation to public libraries was presented at the convention to Mrs. Rubie Hanks for the Winn Parish Library. The school library award was presented to Mrs. Leola H. Lofton of the Hall-Summit High School Library at the LEA convention in New Orleans.

Public Relations: The planning, preparation, and release of publicity for the convention represent the major activities of the group. Leaflets to the membership, newspaper releases, and radio broadcasts kept the Association and public aware of plans and events. Information about prize awards was furnished to national library and publishing journals in cooperation with the chairmen of award committees.

Recruiting Committee: By action of the membership at the convention this former special committee became a standing one.

Honorable mention in the Field Enterprises citations for library recruiting was received for the report and exhibit submitted. The Committee sponsored during

Book Week the "Librarian for a Day" movement with the governor proclaiming "Library Week" for the occasion. From all indications the project was a success. With the Louisiana Association of School Librarians, district meetings of the Louisiana Teen-Age Librarians were sponsored. Many librarians have reported taking part in career day programs in the high schools and colleges of the State.

State Planning: It was late in the year before this committee was organized after a vote by the membership at the convention reactivated it and hence had only a tentative report to make. Several projects are being considered for presentation to the 1953 Executive Board.

Indexing of Louisiana Magazines: (Special) Indexes exist of eight Louisiana magazines with 13 under consideration by particular colleges and public libraries. It is recommended that these be completed before any others are considered. A plan for the cooperative indexing of these magazines has been drawn up. A tribute to Mrs. Ruth Campbell, a deceased member of the Committee, was attached to the report.

Pamphlet Fund: (Special) 31 copies of "Exploring Librarianship" and 665 copies of "Be a Librarian" were distributed. 300 copies of the latter publication were sent without charge to the National Vocational Guidance Association for use by the Joint Committee on Library Work as a Career, and a few others for special purposes.

Convention Committees: The Shreveport librarians with some help from outsiders combined efforts which made for a smoothly operating convention. Numerous thoughtful arrangements made the meeting a pleasant experience for all who attended. (An account of the convention was printed in the Spring, 1952 issue.)

Survey Committee on Trustees' Citation: This committee was appointed in December to explore the possibility of an award to an outstanding trustee by the Association each year. The committee will report their findings to the New Executive Board.

Three members of the Executive Board functioned also as chairmen of important committees, but all members of the Board strove to help all committees whenever asked for particular help or advice, and to administer the affairs of the Association. Two formal meetings of the Board were held with voluminous correspondence serving to keep Association affairs going forward at other times.

The BULLETIN, under the new editor, began a series of articles telling the history of various libraries in Louisiana. This noteworthy project is expected to continue for several years. In recent years the story of libraries in Louisiana has always been marked by changes and improvement. A review of the many activities of the Louisiana Library Association during 1952 reveals that members are continually seeking a better way of handling Association business and looking toward the extension of library service. It can be expected that next year and in the years ahead, the Association will move steadily forward.

Louisiana Association of School Librarians: As a section also of the Louisiana Education Association, the group held a second meeting during the November convention in New Orleans. A list of books best liked by students was prepared. Seven Regional meetings of Teen-Age Librarians were held throughout the state with the joint sponsorship of the Recruiting Committee. The first meeting of the State and Regional officers of the Teen-Age Librarians was held in Natchitoches on December 6 under the joint sponsorship of Alpha Beta Alpha and the Teen-Age Librarians. The annual summer convention of Teen-Age Librarians was held on the LSU campus June 10-28. The membership included 101 individual, 3 contributing, and 1 institutional member.

Public Library Section: The activities of the group centered in the program planned for the convention. The membership included 111 individual members, 15 institutional, and 3 contributing.

The Louisiana State Library

(Continued)

By

ESSAE M. CULVER

I was once asked to speak before a club in Louisiana on the State Library's program for developing public libraries with the admonition not to state facts and figures, but to put romance and human interest into the story.

Whatever of romance is discovered in this account of your State Library will be put there by the reader's imagination; for while there has been both romance and human interest in many of the events of the past twenty-seven years during which I have had the great opportunity of serving in Louisiana, it would require more space and time than can be given to this narra-

tive, and so I shall limit the events here recorded to those which have not heretofore appeared in print.

Mrs. Reed's article in the last Bulletin is an excellent introduction to the opening of the State Library Commission service, and the notable history written by Margaret Dixon and Nantelle Gittinger has recorded many of the outstanding events from 1925 to 1950. This narrative then will be of events not therein recorded.

As a forerunner to the opening of the Library Commission, Mr. Milton J. Ferguson, who as President of the League of Library Commissions had chosen Louisiana

as the demonstration state and awarded the Carnegie grant of \$50,000 to Louisiana, suggested that the defunct Library Association be reactivated. His was wise advice, since otherwise the infant Library Commission would have had no active backing at the start, except from the five members of the Board of Commissioners. Since there was only one active trained librarian and comparatively few library employees in the state at the time, it was impossible to form any sizable organization of librarians, so the Conference of Social Welfare, of which Dr. Wyckoff, a member of the Louisiana Library Commission, was president, invited the few library workers to meet with them, and many of the charter members of the Library Association were social workers and citizens attending the conferences. Gradually, as Louisiana acquired more librarians, the membership changed, but we shall always be grateful to the Welfare workers for their help.

The fact that the Library Association was reorganized to give backing to the new Louisiana Library Commission will explain why the program of the State Library had been presented to the Louisiana Library Association from time to time for endorsement. I was once asked by a college librarian new in the state why the Library Association was seemingly more concerned about the program of the Louisiana Library Commission and public library development than for the school library program, and this is the answer, together with the fact that the school library program had the support of the State Department of Education, the Louisiana Teachers' Association, and the school alumni, which afforded all the backing needed.

In July of 1925, when the Secretary arrived to start the Library Commission services, the situation was challenging. The 3,000 books which Mrs. Reed reported as having been donated by the American Library Association from the Camp Beauregard war library and upon which \$1,000 had been spent for their cataloging, were stored in the basement of the Hill Memo-

rial Library Building. On examining the collection, most of which had originally been donated to war camps by publishers, we found 78 copies of "Cotton Growing in Egypt" and out-of-date books on railroad-ing, accounting and a thousand other like subjects, and very few were of any value in starting a new library service. There was no complete accession record or catalog. There were no publishers' catalogs or library tools of any kind and no location as yet provided, so where to begin was the question.

The first problem selected was to find a location where a beginning of a book collection could be made. A member of the Louisiana Library Commission, Miss Katherine Hill, and the Secretary visited the Capitol—since the law provided that the library should be located there, but there was seemingly no vacant room in the Capitol. The President of the University, Col. Boyd, was consulted and he offered space in the New Hill Memorial Library Building then under construction on the new campus, four miles from the Capitol. However, when he heard that one of the functions of the Library Commission was to provide information and service to the state officials and the legislators, he said the Library could give no greater service to the State of Louisiana than that, and he called his brother-in-law, Governor Fuqua, and asked if space could not be found in the Capitol to locate the library. As a result the old office of the Adjutant General on the main floor and just opposite to the Governor's office was vacated for the library, and here slowly furniture and books were acquired and service started.

A six-point program was adopted after a brief survey of the state was made.

I will not here repeat what has been rather fully recorded in the printed Five-Year Report issued at the end of the Demonstration except to explain one of the six adopted projects which has been inquired about most frequently.

1st. "That the Commission members and Executive Secretary give publicity and en-

couragement to the organization of parish libraries throughout the State."

At this point and by way of contrast, it is interesting to consider the present recommendations that libraries should not be organized for a population of less than 100,000 and a budget of not less than \$150,000. Even the State did not measure up, for while the State's population was over 1,700,000, the budget was only \$15,000. The majority of the parishes had a population of less than 30,000 people. No one was dismayed, however, for the conviction was strong that great events often succeed small beginnings.

The Parish was chosen as the unit for organizing, because it was the governmental unit which could provide support for permanent library development, and also because other services, notably public schools, were organized with the parish as a unit. It would have been impossible I believe at that time for a new and practically unknown institution to contravene tradition and organize regions crossing governmental lines. It was suggested and carefully considered that the state as a whole be adopted as the unit and regional branches established, but the State at that time had made no appropriation to the Library Commission and funds were too limited to experiment.

Traveling libraries were also discussed and there was strong sentiment for them, since in the campaign for the establishment of the Library Commission traveling libraries had been cited as the means of reaching the rural people and the idea was very popular. It was pointed out, however, that several of the states which had operated traveling libraries for years had discontinued them and substituted demonstrations as a means of providing more permanent and satisfactory service than traveling libraries could provide. It is true the traveling libraries covered a wider area at the start and several state library administrators have asked how Louisiana could concentrate in as small an area as two or three governmental units per year without dissatisfaction on the part of

the rest of the state. This has never been a problem in Louisiana, however, due I believe to the fact that in the beginning it was possible to provide a demonstration as soon as a parish had established a library and met the requirements set up by the State Library. After the pattern was set up it was accepted, and as far as I have been able to learn, Louisiana is the only state—certainly, the first state library—to formulate a plan for statewide public library development by the demonstration method, funds for which were provided by the State Legislature, when the Carnegie fund was expended. Other states had held demonstrations, but no state program was developed by means of demonstration.

While extension was one of the main concerns, it was by no means the only one, and from the start reference service was provided and widely used. With so small a collection of books it would have been impossible to fill many of the requests for information received had not the Louisiana State University and Howard Memorial libraries loaned so generously from their resources.

A supply of librarians was a crying need if new libraries were to be established, so, at the Midwinter meeting in 1925 an appeal was made to the ALA Board of Education for Librarianship to make recommendations as to where a school should or could be established. Miss Sarah Bogle, Secretary of the Board of Education for Librarianship, was assigned the task and visited Louisiana in January, 1926. At Tulane University the President, Dr. Dinwiddie, assured us a library school would be started there even if one was established elsewhere in the state, and for several summers a six-weeks' course was given. Louisiana State University gave Miss Bogle a warm reception and promised every possible cooperation, and since students from South America were coming more and more to L.S.U. it was felt that the Library School would attract many more, so it was recommended that a library school be started at the University. Funds were not immediately available for a graduate school

course, so a summer course was given and an appeal was made to the General Education Board for funds to start a full course. Mr. Leo Favrot, a member of the General Education Board, was a resident of Baton Rouge and through his interest and his strong appeal to the Board the grant was made in 1930 to Louisiana State University. A library school was one of the six projects adopted by the Louisiana Library Commission in the beginning, and the initiative in the matter came from the State Library, as did the effort to obtain for the Department of Education a State Library Supervisor. Here again the matter was presented to the State Superintendent of Education, Mr. T. H. Harris, and to Mr. Leo Favrot by the Library Commission Treasurer and Secretary, with the request that Mr. Harris appeal to the General Education Board for funds to employ a well-trained, experienced librarian to develop school libraries. Mr. Harris pointed out that they needed funds for other services more than for a library supervisor, but Mr. Favrot asked that as a favor to him Mr. Harris make the request, and it was due to this farsighted educator that a grant was made and a supervisor came to Louisiana to develop school libraries. It is noteworthy to record that Miss Lois Shortess, who was the only trained librarian in Louisiana administering a library in 1925 but who had gone to Michigan as State School Library Supervisor, returned to Louisiana at Mr. Harris' request; and she did such an effective pioneering job that Mr. Harris was very evidently impressed with the importance of the libraries, for appropriations up to \$325,000 for books alone were eventually made for building up the school libraries of the state to meet Southern Association standards.

By 1930, five years after the opening of the Library Commission, the reference department had received and filled 8,800 requests for information from citizens in every parish of the state. An adequate public library law had been passed by the Legislature; a State School Library Supervisor had

been added to the Department of Education; a library school had opened at L.S.U., and a program of parish library demonstrations was well under way. Libraries in Richland, Concordia and Webster parishes were past the demonstration stage and were on a permanent tax-supported basis.

Throughout the five years a publicity assistant had kept the State informed, through the press, of all activity in the library field, resulting in great interest on the part of citizens throughout the state.

During the first five years there were a number of obstacles difficult to contend with. In 1927 a great flood inundated almost a third of the state and for months no books could be mailed out or visits made to the demonstration areas. A six-months' demonstration had been opened in Jefferson Davis Parish three months previous to the flood and of course had great difficulty in operation. Before the flood a poll had been conducted among the taxpayers and 3 to 1 expressed themselves as in favor of a library tax; but not only did the price of rice, the principal product of the parish, drop below cost of production, but the people of the state faced the probability of being heavily taxed for flood control, before the Federal Government came to the rescue. The tax election at the end of only six months of demonstration failed to carry in assessed valuation and the library closed.

By 1930 the great depression was at hand, but the progress of Louisiana libraries continued with only one fatality, that of the Vermilion Parish Library. When the demonstration period ended every bank in the parish was closed and funds could not be made available for continuing the library services. However, so enthusiastic were the citizens over the library that just as soon as possible the parish library was reopened and Vermilion was the first parish to vote a bond issue to build a fine library building—in addition to the tax voted for its support.

During the Thirties a Citizens' Library Movement was organized. A letter inviting

the heads of over 75 statewide organizations to attend a meeting at Louisiana State University on April 25, 1936 to discuss the need for more and better libraries was sent out from the office of the President of L.S.U. and there were 68 responses. This was the beginning of the Citizens' Library Movement. Its organization was perfected the following spring at the meeting of the Louisiana Library Association in Shreveport, and J. O. Modisette, the man known from one end of Louisiana to the other as a friend of libraries, was elected chairman. Membership in this organization reached approximately 350,000. Many times since then the Citizens' Library Movement has come to rescue of the State Library program with the Legislature. Mr. Modisette served as chairman until his death and was succeeded by Mr. Jim Mercer, who died last fall, and to date no successor has been elected.

In 1938 Miss Mary Harris, a member of the Commission Staff from 1925 to 1928, returned to the State Library to become director of an enlarged extension department after an absence from the State Library staff of eight years while she administered the Humboldt County Library in California for one year, followed by the Webster and Tri-Parish demonstrations. Because of Miss Harris' extensive experience the demonstrations were strengthened and improved. No library tax has failed to carry since that time.

The demands upon the State Library have steadily increased both for reference services and for demonstrations. There has been a waiting list for demonstrations from 10 to 12 parishes for the past ten years.

The Forties brought many troubles and much progress. Mr. Modisette, Chairman of the Louisiana Library Commission for 15 years, died, and since he had served at the request of the Governor as a one-man commission for two years pending the reorganization, the Library was without a board member for over eight months. The Griffenhagen Associates had been employed to reorganize the state government and their plan was to do away with most of the boards and commissions and place the state

agencies operating under them under some one of about twenty-five departments. At the same time they ordered the Library moved from the State Capitol to the Old Hill Memorial Library Building which at the time was being used as the legal division of the Highway Department. The reason given for this move was that too many people used the elevators to go to the reference department on the 18th floor. They also provided in the Reorganization Act that the State Library be transferred to L.S.U. to become a Library Extension Division. Two years were allowed for the transfer by the Governor, but meantime the Reorganization Act was declared unconstitutional by the Supreme Court and a new Library Commission was appointed.

A list of citizens who have served on the State Library Board of Commissioners and the Louisiana Library Commission will be appended.

The State Library has been handicapped through the years by lack of sufficient and functionally planned space. When in 1943 the need for a book collection for Negro citizens became acute, there was no room at headquarters for such a department; Southern University was appealed to and Dr. J. S. Clark, President of the University, very generously offered space in the Administrative Building, with an outside entrance. A trained librarian was employed and on June 17, 1943 the service was started. During the first seven months 1,651 requests for books and information were received from teachers, ministers, citizens, schools and branch libraries in 23 parishes. Work conferences for Negro librarians and assistants have been held during the summers for four years at Southern University which has resulted in much improvement in services all over the state. In 1951, 7,238 books circulated in response to special requests.

In 1949 the State Library acquired a few films and offered a new service to the people of Louisiana. During the first five months the 37 films in the collection had been viewed by 15,508 people and the demand far exceeded the supply. It was there-

fore decided to call a meeting of representatives of state institutions and departments maintaining film collections to discuss a union catalog of films available for free distribution so that unnecessary duplication could be avoided. The group agreed that this would be a most valuable project and that funds would be needed to compile and print the list. The Carnegie Corporation was appealed to and to their generosity we owe thanks for a grant of \$5000 made to the State Library. A printed catalog of free films is now available, to be kept up to date by additional yearly lists.

During the Forties a unique demonstration was put on at the State Penitentiary at Angola at the request of the Director of the Department of Institutions, Mr. Robert Pettit, and in fulfillment of a recommendation made by Warden Lawes in his survey report that library service be provided there. This demonstration was organized on the same plan as the parish library demonstrations, with a headquarters and bookmobile service to the different camps. Mr. Marvin Tanner, a graduate librarian with teaching experience, was ideal for administering the library and cooperating in the rehabilitation program. In spite of the success of the demonstration, a change in administration brought a change at the Penitentiary and the library service was discontinued, much to the dismay of the inmates and the State Library Board and staff: The Superintendent of the Penitentiary during the time of the demonstration was quoted as saying "I consider the establishment of the library one of the best moves the Penitentiary can make for education, recreation and rehabilitation of the prisoners," and remarks heard frequently from the inmates were to the effect: "This library is what Angola needs most;" "The educational benefits derived from the library play a big part in rehabilitation;" "The library helps to keep up morale;" "Reading is one of the outstanding pleasures on the farm."

At the 1948 session of the Legislature the name Louisiana Library Commission was changed to the Louisiana State Library and

the library became a centralized state agency with enlarged functions, notably legislative reference service. There had previously been a great deal of confusion in the minds of people as to the functions of the State Library in New Orleans (a law library serving largely the Supreme Court) and the Louisiana Library Commission at the State Capitol. However, no funds have ever been appropriated for the legislative service, so only a small beginning has been made.

In June, 1951, through arrangements made with L.S.U., the majority of the play scripts accumulated by the Play Loan Library of the Bureau of Dramatic Activities was turned over to the State Library on a permanent loan basis. Approximately 4,500 titles were placed in the reference department and have been largely used, principally by schools all over the state. Also, in June the New Orleans Public Library Board appealed to the Governors of Louisiana and Mississippi for funds to pay the overhead expenses of the service of books and talking records for the blind citizens which are provided by the Federal Government. The request was referred by the Governor's Office to the State Librarian and the Director of the Division for the Blind and Sight Conservation in the Department of Public Welfare. As a result the Board of Liquidation was appealed to for funds and a contract drawn up and approved by the Attorney General and \$5,552.31 made available for continuing the service in the New Orleans Public Library until the end of the fiscal year when a new appropriation was provided by the Legislature for the State Library including funds for continuing the service.

In 1950 an anniversary luncheon honoring the State Library was arranged by the Louisiana Library Association and the Citizens' Library Movement with over 300 attending. The history of the State Library prepared by Margaret Dixon and Nantelle Gittinger was written for the occasion. High tribute to Louisiana was paid by speakers at the luncheon program. Mr. Robert Lester, Secretary of the Carnegie Corporation, said that Louisiana was Exhibit A of all library

projects financed by the Corporation and that "Louisiana library success is regarded as one of the finest expenditures of foundation money we have on record." The President of the American Library Association and Director of the Boston Public Library cited the Louisiana program as a model for other states and added that Louisiana had made more library progress in 25 years than other states have made in 100 years.

The State Legislature also noted the anniversary by a concurrent resolution which read as follows:

WHEREAS, 1950 marks the 25th anniversary of our Louisiana State Library's statewide program of library development, and

WHEREAS, through book-lending by mail anywhere in the state and through establishing demonstration libraries the State Library has made available to citizens all over Louisiana the benefits of library service and the wealth of information, knowledge and inspiration to be found in good books, and

WHEREAS, Louisiana's library program, repeatedly recognized nationally as outstanding among library plans of all the states, was used as the model for the national library demonstration bill before Congress and was cited recently by the president of the American Library Association as a model to other states, now, therefore,

BE IT RESOLVED by the Legislature of Louisiana, Senate and House concurring, that the Legislature go on record commending the Louisiana State Library as one of our most valuable educational institutions and that we do extend to the State Library Board and the Library Staff congratulations upon the conspicuous library progress made possible for Louisiana.

On motion of Mrs. Bruns, the resolution was adopted.

Other less direct tributes have been paid Louisiana in the number of foreign guests who have been sent to Louisiana, to study

our state plan, by UNESCO, the State Department and the American Library Association. Over thirty such visitors have come from South Africa, Venezuela, Australia, Tasmania, the Philippines, Thailand, Morocco, Egypt, Germany, France, Belgium, Holland and Poland. Many of them said because the State Library had started with small funds and had developed gradually, we had given them hope and much help in solving their own problems.

Whatever progress made has been very largely due to the high type of citizens who have given generously of their time and advice as members of the Louisiana Library Commission and State Library Board, and to the splendid services rendered by an efficient, cooperative staff, together with the backing of the Citizens' Library Movement including many clubs and organizations throughout the state, to the press and to the State Legislature which provided the fuel which kept the machinery operating.

Since 1950, the high point to date, several events are worth mentioning. The citizenship project, the Book Festival, and the Leadership Training Course for the American Heritage discussion groups, initiated by the State Library and jointly sponsored by the State Library and the L.S.U. Library School and Extension Department, have been successfully carried on.

There is so much remaining to be done in Louisiana by way of developing more libraries in the 26 parishes without public libraries; in promoting more use of our existing resources; and in keeping our existing libraries up to a high standard, there is no time to dwell upon the past. Our hope is that the next 25 years will surpass the past in every way.

It is impossible to mention all the citizens who have made an important contribution to Louisiana State Library progress during the years, but I would like to mention here the names of those citizens who have served on the Louisiana Library Commission and the State Library Boards and the members of the staff who have served the State Library for 15 years or more.

BOARD MEMBERS SINCE 1925

Dr. G. P. Wyckoff, New Orleans	1925-1930
Miss Katherine Hill, Baton Rouge . .	1925-1940
Mrs. A. G. Reed, Baton Rouge	1925-1940
Miss Eleanor McMain, New Orleans . .	1925-1926
Mr. F. K. White, Lake Charles	1925-1926
Mr. J. O. Modisette, Jennings	1926-1942
Dr. Hugh M. Blain, New Orleans . . .	1928-1938
Judge Frank Voelker, Lake Providence	1942-1947
Dr. Mary Mims, Minden	1942- date
Gen. C. B. Hodges, Baton Rouge . . .	1942-1944
Mrs. George Lester, Bains	1942-1949
Mr. J. A. Ingram, Boyce	1944-1946
Dean C. A. Ives, Baton Rouge	1945-1950

Mr. James T. Enloe, Mansfield	1946-1952
Mr. Henry W. Bethard, Jr., Coushatta .	1947-1949
Dr. Harriet Daggett, Baton Rouge . .	1949- date
Mr. C. Paul Phelps, Ponchatoula . . .	1950-1951
Mr. J. H. Henry, Melrose	1952- date
Dr. Joel Fletcher, Lafayette	1952- date
Mr. James L. Love, Hammond	1952- date

STAFF MEMBERS WHO HAVE SERVED
OVER 15 YEARS

Debora Abramson, Assistant State Librarian
Mary W. Harris, Director of Extension
Jane Houston, Secretary

People and Places

By

LOLA COOPER

Ora G. Williams resigned from the staff of the *Northwestern College Library, Natchitoches* on March 1, after having been a member of the staff for the better part of twenty-five years; increasing family responsibilities and an attack of illness compelled her resignation. She will be sorely missed, not only in the NSC Library, but also throughout the entire state, where she has long held a position of high esteem in library circles. At the time of her resignation, she was serving as parliamentarian of LLA. *W. C. Bennett* joined the staff of the *Northwestern College Library* on March 2. He will head the Order Department and will also have charge of U. S. Documents. He was formerly Assistant Order Librarian at the University of Texas, and more recently served as Assistant Librarian of the Rapides Parish Library.

The program of the meeting of the Library Section of the Louisiana College Conference held Saturday morning, March 7, 1953 at Northwestern was as follows:

1. "Louisiana's Recruiting Program,"—*Yvonne Touns*, Librarian, *Francis T. Nicholls Junior College*.
2. "Report of Southwestern Library Asso-

ciation Meeting in Mexico City,"—*Eugene P. Watson*, Librarian, *Northwestern State College*.

3. Business Meeting.

4. "A Proposed New Library Building for L.S.U.,"—*Guy R. Lyle*, Director of Libraries, *Louisiana State University*.

Chairman, *Anna P. Davis*, *Southeastern Louisiana College, Hammond*. Vice-Chairman, *Yvonne Touns*, *Francis T. Nicholls Junior College*. Secretary, *Norma Durand*, *Southwestern Louisiana Institute*.

Misses *Anna Davis*, *Dorothy Robinson*, and *Elizabeth Stoney*, of *Southeastern Louisiana College Library* Staff attended the Louisiana College Conference meeting at Natchitoches.

Alleen Thompson, who received her M.L.S. degree from L.S.U. in February, is the new Assistant Librarian at the *Rapides Parish Library, Alexandria*.

New members of the *New Orleans Public Library* staff are *Miss Mary E. Earle*, assigned to the Catalog Department, and *Mr. Fred Devlin*, assigned to the microfilm project in the Archives Department and replacing *Mr. Maxwell Shofstahl*, resigned.

Mrs. Melbarose H. Manuel has been appointed Librarian of the *Dryades Branch Library*. A contract between the Library Board and Mr. Jules K. de la Vergne has been negotiated for the new building to replace the temporary *Nora Navra Branch*. Mrs. Rosa Freeman Keller has been appointed to the Library Board, in place of Mr. Charles F. Buck, Jr., recently deceased. A committee of the Grand Jury recently visited the *New Orleans Public Library*. Its report urged more liberal financial support for the institution, and in a section devoted to the main Library it clearly outlined "that a major need of the community is a new modern Library," adding that "while the Jury recognizes that there are other capital needs of the community pressing for attention, it feels the needs of the Library should have a priority position." John Hall Jacobs attended the Midwinter Meeting of the American Library Association and presided at the meeting of the Board of Personnel Administration, of which he is chairman. A Great Books Leader Training Refresher Course was started in New Orleans in February. Mr. John Bremer of the Kansas City Great Books Foundation Staff is conducting the course, in which approximately twenty-five leaders are participating. A representative of the New Orleans group was invited to meet with the *Iberia Parish Library* on March 26 to assist with the organization of a Great Books program in Iberia Parish.

Mrs. Lellab H. Lyle, Librarian, *Richland Parish Library, Rayville*, reports that a new experiment in social relations is starting in Richland with bookmobile service for both white and Negro readers being given from the same bookmobile with a white staff of workers. The new bookmobile was especially designed for this service with both outside and inside shelving. The service was started in February and is still too new to know how it is going to work out. So far the service to Negroes has included several small schools only, but it is planned to serve the smaller towns in the parish in the same manner. The new service is being enthusiastically received by the Negro teachers

who use the juvenile books as class room collections and special reading projects. They are also getting books for themselves to use for recreational reading and for correspondence courses in teacher education. The adult Negroes of the parish who are not part of the school system are registering and beginning to read. It is hoped that by the time the schools close they will have formed the habit of meeting the bookmobile and will continue reading.

Miss Bess Vaughan, Librarian, *Shreve Memorial Library, Shreveport*, is making plans for the forthcoming annual celebration of "Holiday in Dixie" as Chairman of the Special Program in Observance of the 150th Anniversary of the Louisiana Purchase. She is also Chairman of the Historical Exhibits Committee in connection with the same celebration. February 22 marked the date of the Open House at the recently renovated Cedar Grove Branch of the *Shreve Memorial Library*. Some estimated 400 people attended the Open House and noted visitors were Miss Essae M. Culver and Miss Mary W. Harris of the *Louisiana State Library*. This event also marked the 25th year of existence of this particular branch. Mrs. Mildred Tyner, Teen-Age Librarian, *Shreve Memorial Library*, is in charge of the American Heritage Discussion Program in Shreveport. She spent two week-ends in Baton Rouge attending a workshop in preparation for this program. So far a record attendance has been noted, with a great deal of interest displayed by many citizens of the Shreveport area. During the month of March Miss Bess Vaughan and Miss Nell Cunningham, Caddo Parish Librarian, and the Library Committee of the Caddo Parish Police Jury, will visit each of the Caddo Parish Library Branches. Mrs. Bobby Robinson and Mrs. Betty Nance have recently been added to the staff of *Shreve Memorial Library* as assistants in the Queensborough Branch.

The *Iberia Parish Library* is sponsoring two discussion groups, one on the American Heritage and another on the Great Books. The first has twenty-five enrolled, the second sixteen. The Great Books Discussion Group

has been fortunate in having *Mrs. Edna Gormin* to help with suggestions. She attended the first meeting on March 26th to get the group off to a good start.

The *Ouachita Parish Public Library* just completed a remodeling project. The Junior Charity League of *Monroe* redecorated and furnished the Children's room at the *Monroe Branch*. This room had formerly been used as a storage room for back issues of periodicals and the transformation is remarkable. The reference room has also been remodeled in memory of *Louis Locke*, the discoverer of the *Monroe Gas Field*. It is now known as the *Louis Locke room*. *Miss Frances Flanders*, Librarian, invites all librarians to come see the new appearance.

Miss Nellie Tew of *Richton, Mississippi*, joined the staff of the *East Baton Rouge Parish Library, Baton Rouge*, on February 3. *Mrs. E. S. Morgan*, Librarian at the Central Branch of EBRPL retired on January 1, 1953. She is the first person to retire from the staff. She was replaced by *Mrs. Gladys McGehee*. The discussion Group based on the American Heritage Program is being led by *Mr. C. C. Thibaut*. A number of interesting displays have been exhibited at the *Baton Rouge Branch* lately. The one that caused the most interest was of the material gathered by *Hamilton Richardson* during his

tennis travels. He is *Baton Rouge's* national ranking tennis star. Another excellent display was sent by *Life Magazine* on the Edwardian era. The *Men's Garden Club of Baton Rouge* will hold a flower show, exhibiting iris, roses, amaryllis on Sunday, March 29, in the Library. *Miss Roberta Bowler*, assistant to the Librarian of the *Los Angeles Public Library* and *Miss Rosemary Livsey*, Director of work with children, *Los Angeles Public Library*, were visitors at EBRPL. *Mrs. Tillie Schenker*, Librarian, is Vice-President and program chairman for the seventh district of the *Louisiana Conference of Social Welfare*, which will meet in *Baton Rouge* on March 20.

Twenty-four persons have registered for the American Heritage Discussion Program of the *LaSalle Parish Library, Jena*. The leader is *Mr. Joe Mixon*, Principal of the *Jena Elementary School*. He attended two week-end sessions of the Leader's Training Program in *Baton Rouge*.

Miss Willie Dee Robbins, Librarian, *St. Tammany Parish Library, Covington*, reports that at a recent Board meeting, *Mrs. Francis Auer* was appointed Branch Assistant of the *Pearl River Branch Library at Pearl River, La.* *Mrs. Auer* replaces *Mrs. Ralph Rouseaux* who resigned several weeks ago.

School Library Movement In Louisiana

By

LENA Y. de GRUMMOND

When I was asked to prepare an article on the history of the school library movement in Louisiana I immediately decided to ask the cooperation of the two former supervisors of school libraries: *Mrs. Lois F. Shortess* and *Miss Sue Hefley*. As in all other instances, this cooperation was generously

given. *Mrs. Shortess'* account carries the story from its beginning to 1940; *Miss Hefley's* from 1940-1950; and mine covers 1950-1952.

(1929-1940, by *Lois F. Shortess*). Early in 1929 the General Education Board, one of the Rockefeller foundations, offered money

to five southern states for a period of five years each to finance a supervisor of school libraries in each of these states. At that time no state in the South had such a supervisor, Southern Association standards for school libraries were being enforced, and the educators in the South were realizing a definite need to strengthen their school libraries. Through the efforts and encouragement of Mr. Leo M. Favrot of Baton Rouge, field agent for the General Education Board, and Miss Essae M. Culver, Executive Secretary of the then Louisiana Library Commission, Mr. T. H. Harris, State Superintendent of Education, applied for and received one of these grants. Louisiana was the first of the five states to employ a supervisor and to start on its program, in September, 1929.

There was not an adequately functioning school library in the state at that time. Many high schools had so-called libraries, but they were inefficiently administered, the book collections were very inadequate and the libraries were not functioning as integral parts of the school programs. There were no centralized elementary libraries, and even elementary classroom collections were woefully poor, if not entirely non-existent. School administrators had not yet realized the need for the services of school libraries.

Emphasis was necessarily placed at first on improving high-school libraries, due to the pressure of recently adopted state and Southern Association standards required for approval of the high schools. Training of the school librarians was of first consideration, in the belief that given a librarian with training and vision she would endeavor to see that other standards were met as soon as possible. Louisiana State University had been giving library courses since the summer of 1927, and, under a five-year grant of the General Education Board, started their graduate Library School in the 1931-1932 session. Summer session programs for the training of teacher-librarians were started in the summer of 1930 at Northwestern State College, Southwestern Louisiana Institute, and Tulane University, in the school session of 1930-31 at Louisiana Polytechnic

Institute, and in either the summer of 1930 or 1931 at Loyola University. In this school session of 1929-1930 there were only nineteen school and teacher librarians in the state who had as many as six semester hours and none more than twenty semester hours in library science, not a one who had had a year's training. During the session 1939-1940, 366 school librarians had had as much as six semester hours' training, 113 of these having the equivalent of a year's training. Our Louisiana agencies were unable to supply the demand for trained personnel, making it necessary to import librarians from library schools through the country.

A great deal of visiting of individual schools was done during these eleven years, to help the large number of untrained and partially trained librarians. Each school was encouraged as a start, to keep an accession record and to install a charging system. The supervisor gave personal instruction to many in making and keeping these records, and mimeographed instructions prepared which were sent to all schools. It was urged that classification and cataloging of the books be left until the librarian had had training in these fields. Work with school libraries and librarians in those days had to start with fundamentals. Ideals of service were discussed from the beginning of supervision, yet little could be done in the way of service until some things had been done in the way of establishing a library.

Emphasis was placed on larger, better balanced, and well-selected book collections, on weeding out the excessive amount of out-of-date and worn-out material that had accumulated almost without exception in these early libraries. To help in the early selection of books, the Elementary School Supervisor and the Supervisor of School Libraries compiled a list of recommended books for the elementary schools. This list underwent one revision. The School Library Supervisor included in the high-school curriculum bulletin recommended lists of books to supplement each subject taught.

The biggest boost in book collection in both elementary and high school came in

1936 when with a fund of \$300,000 Superintendent Harris inaugurated the program of state purchase of school library books. The first year of this program the distribution was on the basis of need, in an attempt to bring the school libraries up to minimum standards. After that first year distribution was on a per capita basis. All schools shared—public and private, high and elementary schools. Each school was allowed to make up its own list of books wanted, these being approved in the office of the State Supervisor of School Libraries. During those years no state-approved buying lists were issued, the schools being required to use standard lists and catalogs published by H. W. Wilson and A. L. A. During the years 1936-1939 this money was spent annually for library books alone, other school supplies not being included. The entire supervision of this program was centered in the School Library department of the State Department of Education. Each summer a number of school librarians worked in the office, checking book lists submitted by the schools and getting these orders ready for the state depository which did the buying and the distribution of the books.

Library quarters, in the early days, were inadequate as were the book collections. Few buildings had planned library space and even where such had been planned it was usually too small and often poorly located. Make-shift library space had to be found—in an empty classroom, the study hall, the stage of an auditorium, the end of a hallway. All blueprints for new buildings had to be approved in the State Department of Education, and that provided an opportunity to see that library facilities were included in new buildings.

During these eleven years high-school library standards of both the state and the Southern Association of Colleges and Secondary Schools were continually being revised upward. But by that time the educators were recognizing the necessity of improved library services, and were more willing to cooperate in trying to improve conditions than they had formerly been. During the

latter part of the thirties there was shown some interest in the centralization of elementary school library collections and marked improvement was made by the establishment of a number of very attractive and satisfactory ones. This idea was ripe to spread rapidly as the forties started.

It was early realized that a professional organization of school librarians would contribute much to the improvement of the school libraries, so such a meeting was called for the fall of 1930 and a school library section of the Louisiana Teachers' Association was formed. A few months later a similar section of the Louisiana Library Association was organized. Both of these groups of school librarians contributed much toward the work in the state through their interest and enthusiasm, exchange of problems and ideas, and committee work.

With much cooperation during these eleven years the high-school libraries, starting from practically nothing, made rapid strides. Too much credit cannot be given to Superintendent Harris, other supervisors in the Department of Education, the school superintendents, supervisors, principals, library training agencies, and particularly the librarians themselves who pioneered the idea of school-library service and made the educators school-library conscious. The high-school libraries in the state had become a functioning part of the schools. Elementary school libraries at the end of the Thirties were not much farther along (except for better book collections) than the high-school libraries had been ten years before. But the idea of school library service was fast spreading into the elementary field, and the establishment of a few elementary-school libraries had paved the way for the rapid development which was due on this level.

(1940-1950, by Sue Hefley). *Continued emphasis upon the library as an essential service agency within the school.* The idea of the library as an essential service agency within the school had been well established prior to 1940, and a pattern of training for librarianship and of providing financial support for the program had been recognized.

During the Forties there was no lessened emphasis upon idea and pattern. Our participation in World War II had its influence upon school library services, of course, since many qualified for school librarianship were drawn into other work and general shortages in educational personnel resulted in dependency upon emergency supply in many situations. Comparatively slim enrollments in the University's Library School and in library education programs in our state colleges meant that supply of qualified personnel was affected at its source. At the end of the war, enrollments increased and we moved away from the crisis. The period of inadequate supply served to heighten appreciation of adequate preparation. In spite of unavoidable set-back, the library idea persisted and education's interest in library service in all schools, the 11- or 12-grade and the elementary school as well as the high school, increased.

Financial support. In the early Forties 25c per pupil from state funds, was made available for the purchase of library materials. Before the end of the decade this had been increased to 50c per pupil. Non-book materials as well as books could be purchased, and library books could be rebound under this program. The fund was administered as an integral part of the larger fund for general instructional materials, including textbooks, paper, and pencils, and local economies in the purchase of these materials meant that increased funds could be available for the purchase of audio-visual materials and equipment, and books for the library program. Conversely, if textbook and paper and pencil needs were urgent or unusual, a smaller amount might be available for the library program. Actually, increased rather than decreased funds were spent, state wide, for library materials. Parish school boards were urged to allocate additional funds for school libraries.

Expanded concept of the materials of school library service. During the Thirties the idea of according equal status in consideration to all materials of instruction and

development was part of the philosophy of school library service. During the Forties the idea was increasingly translated into action. Organization of the supervisory personnel and assignment of staff responsibilities in the state department of education recognized this expanded concept in non-separation of responsibility for books and audio-visual materials. Administration of state funds, as has been shown, gave equal status to all types of materials. Programs in education for school librarianship were designed in accord with the idea. Materials centers at the parish level, as will be shown later, were particularly adapted to a recognition of the concept. Individual schools, notably Fair Park High School, Shreveport, Ruby Moore, librarian, and Laboratory School, Louisiana State University, Mrs. Will Daniels, librarian, included many types of materials in school library service. Competitive acquisition of the different types of materials was thus minimized and in most situations entirely avoided.

Publications. The Forties produced two school library publications at the state level which were perhaps characteristic of a certain stage of school library development. These were the annually revised list of books and audio-visual materials approved for purchase with state funds and the handbook for use in school libraries, *Policy and Practice for Louisiana School Libraries*. They can be said to have served the purpose of offering whatever guidance they might in the local selection of materials and in suggesting a pattern of procedure and service. In addition, some special lists were developed in Louisiana materials, in vocational materials and in books by and about the Negro. A bulletin entitled *Please Mr. Architect*, was prepared and distributed for the purpose of giving the architect the benefit of a librarian's experience on the job in the matter of space allocation and space relationships in functional school library quarters. This bulletin provided the basis for a publication, *Dear Mr. Architect*, more pretentious but with the same purpose, prepared by committee and distributed na-

tionally by the American Association of School librarians.

Mrs. Lucile Carnahan, librarian, Natchitoches High School, contributed an article to *Top of the News*, official organ of the Division of Libraries for Children and Young People, American Library Association, in which she made an excellent case against the use of the book which represents an adaptation of original. In her *Audio-Visual School Library Service*, American Library Association, Miss Rufsvold acknowledges in her author's preface the significant contribution to the volume which was made by Mrs. Will Daniels, librarian of the University's Laboratory school. There were other contributions to professional literature by school librarians.

Education for school librarianship. The Forties saw a marked change in education for school librarianship, not only in Louisiana, but throughout the nation. The revised pattern recognized the fact that skill needed for the administration of library service in the small school is the same as that needed in the large school situation. Formerly as few as six semester hours in library science qualified for service in the small school. By the close of the decade, a state-wide committee, created by the state board of education, had formulated a recommendation to the effect that 18 semester hours in library science be required for librarianship in all schools, regardless of size and regardless of the amount of time during the school day allotted the librarian for library work. School administrators, supervisors, teachers, school librarians and representatives of programs in education of librarians worked together in the formulation of this recommendation. Programs in education for school librarianship reflected and supported the recommendation.

The materials center. Educational administration in Louisiana is of such a pattern that some type of service in materials at the parish level is a natural development. During the Forties, this development became apparent. Materials centers were established in the parishes of Orleans, East Baton Rouge,

Caddo, and Richland. Supervision of school library services at the parish level was instituted in Ascension. In Webster and Bossier, arrangement existed between parish school board and parish library board by which certain school library services were provided to schools by the parish library. Services varied. Their composite shows the possibilities in such situations: circulation of materials owned at the parish level and supplementary to those in individual school libraries; supervision of school library services; administration of state and parish funds available for materials; distribution of and accounting for textbooks; centralization of processing for library use, partially or in whole; facilitation of pre-purchase examination of materials; planned experimentation in materials use. A state-wide materials center conference was held in Baton Rouge in 1949.

Progress through group effort. The decade saw the wide-spread employment of the workshop and the working-committee in the production of bulletins, and other written professional material, and in the formulation of activity programs in school librarianship. Frequently these were made possible by grants from such agencies as the General Education Board. In harmony with the general feeling of confidence in the group rather than the individual in educational planning was the reliance upon the Criteria, prepared by the Cooperative Study of Secondary School Standards, Washington, D. C. in evaluation of school library service. The Southern Association of Colleges and Secondary Schools required that its member schools apply the Criteria. One section of the Criteria focused attention upon the school library and this was valuable in the development of desirable services and sound practices. Evaluation through the use of the Criteria was a group process.

Professional organization. It was during this period that a unification of the school library sections of Louisiana Teachers Association and Louisiana Library Association was effected; for convenience the unification is referred to as the Louisiana Associ-

ation of School Librarians. Procedure was devised whereby one group of officers and one set of committees serve the two groups, and financial support is provided by each. This unification makes it possible for the group to respond to the invitation of the American Association of School Librarians to name a representative on the Association's States Assembly, and to assure attendance of the representative at Association meetings. Ruth Clark, librarian, Lake Charles High School, was Louisiana's first representative to attend ALA's Mid-winter meeting under this arrangement.

In 1946 the Louisiana Library Association established the Modisette Award, in honor of Mr. J. O. Modisette, in his lifetime prominently associated with the development of library service in Louisiana. Three awards are given annually, one to a public library, another to a college library and a third to a school library—in each case for significant services. To Many High School's library, Mrs. Olin D. Moore, librarian, went the first school library award; to Terrebonne High School's library, Houma, Mrs. Will W. de Grummond, librarian, went the second.

Louisiana Teen-Age Librarians Association had its inception in the Forties. Sister Agnes Ruth, librarian, St. Vincent's School, Shreveport, may be said to have actually initiated the idea, and to have persisted in its sponsorship until the association became an actuality. Norris McClellan, Library School, Louisiana State University and Amayllis Hill, librarian, deQuincy High School, worked with Sister Agnes Ruth in the establishment of the Association.

(1950-1952, by *Lena Y. de Grummond*). School library service has shown the development and improvement that would naturally result from building on a firm foundation. The pattern established by first state supervisor of school libraries (though constantly revised to meet constantly changing needs), through her vision and work, and enriched by her successor has been the basis for the present status of library service.

Within the past two years thirty-eight (38) high schools have become members of the Southern Association of Colleges and Secondary Schools. An important phase of attaining this status is the bringing of the school library up to the required standards. Many requests for help in attaining these standards indicate that the interest is widespread.

Another incentive is supplied by the Modisette Award which was won by Natchitoches High School (Mrs. Lucile Carnahan, librarian) in 1950; Natchitoches High School (Miss Agnes Clark, librarian) in 1951, and Hall Summit High School (Mrs. Leola H. Lofton, librarian) in 1952. The winning of the Modisette Award by a small school has encouraged librarians of other small schools to work on improvement of certain phases of library service.

Improved library service to all school children has grown tremendously. Many smaller high schools now give centralized library service in grades 1-12, with a flow of constantly changing book collections to classrooms as well as direct service to all pupils and teachers in the library. Provision is being made for centralized libraries in many of the new elementary school buildings. In older buildings often a classroom has been equipped to serve as a library. In a few cases, a corner of the lunchroom is used for library service when not otherwise in use.

Two important changes in standards (a minimum of 18 hours in library science for all librarians and a minimum of five approved books, single titles, in good condition per child) have stimulated an interest in building libraries to meet the needs of all the children. The extension of public library service to many schools has added to this interest.

Work conferences held at Louisiana State University have resulted in two publications designed to improve school and classroom instruction through library service and to encourage free reading and independent research by pupils. The first, *Looking Toward*

A Blue Print for Louisiana School Libraries, is a revision of *Policy and Practices for Louisiana School Libraries*, and served as the basis for the section on school libraries in the administrative handbook soon to be issued by the State Department of Education. Bulletin No. 744, *Conference on Selection, Organization, and Use of Elementary School Materials*, is the result of a conference of librarians and elementary teachers and includes units of work, objectives, suggested activities, and bibliographies of books and audio-visual aids to develop these units.

Selection of library books and other materials has improved with the widening of choice now permissible. Approved sources include: *Children's Catalog*; *Standard Catalog for High School Libraries*; Rue's *Subject Index to Books for Primary Grades*; Rue's *Subject Index to Books for Intermediate Grades*; *Basic Book Collection for Elementary Grades*; *Basic Book Collection for Junior High Schools*; *Basic Book Collection for High School Grades*; *Horn Book*; approved lists issued by the State Department of Education; such as *Bulletin No. 737*, (Educational Aids), and *Bulletin No. 727*, (Books Suitable for Use in Schools, Grades 1-12), as well as books listed in bibliographies of State-adopted textbooks.

While State support has remained at 50c per pupil, many parishes make larger allot-

ments for library service than in the past. Printed catalog cards, additional magazines, more audio-visual aids are being supplied on parish and local levels. Webster and Tangipahoa have been added to the parishes having materials centers.

The *Teen-Age Librarians* is now the official name of the organization of student library assistants sponsored by the Louisiana Association of School Librarians which works closely with the State Supervisor of School Libraries. The State Convention is held annually at Louisiana State University between the two leadership conferences. Mrs. T. F. Wilbanks of Breau Bridge High School is sponsor for the library leadership groups and the State Convention, replacing Amaryllis Hill Furr who is no longer in school work. In addition to the State Conference, regional meetings have been held. Miss Ruth Nesom, past president of Louisiana Association of School Librarians, took the lead in advocating these regional meetings. Local chapters are growing in number and in membership. This is proving fruitful in library recruitment as well as in rewarding experiences for boys and girls participating.

Increasing awareness of the value of good library service gives promise of a bright future for the school libraries of Louisiana.

The Growth of a Small Collection, Without Purpose

By

BLANCHE FOSTER MYSING, *New Orleans*

All Collectors are greatly flattered by any request to discuss their collections, but discussion implies evaluation. It was not until I received John Hall Jacobs' request for a short article about my Collection, that I sat down and tried to estimate its true worth and meaning. It has grown through the years without any plan. Its purpose has al-

ways been the gratification of a desire to collect certain works of value, on a variety of subjects. All of these subjects are related to the history of the Mississippi Valley, with particular emphasis on Louisiana.

The whole thing began when I spent my allowance, at the age of sixteen, for a copy of Castellanos', *New Orleans As It Was*,

and from then on I was caught in the collector's trap. This interest was fostered first by my father, and later by my husband, both of whom were interested in the subject, but not victims of the collector's fever. They were sympathetic, and also quite frankly admitted that it solved the problem of "what to give Blanche, for Christmas and birthdays."

The Collection contains all the usual standard works on Louisiana History; DuPratz, Stoddard's *Sketches*, Charlevoix, Heinrich, Gayarre, Martin, Marbois, Fortier and Phelps, as well as a complete set of the Publications of the Historical Society, and a set of the Quarterlies of the Louisiana Historical Society, many of which I have bound myself. The works on the Mississippi Valley are the *B. F. French Collection*, Monette's *Valley of the Mississippi*, Houck's *Spanish Regime in Missouri*; *The Letter Books of W. C. C. Claiborne*; and Dunbar Rowland's, *Life, Letters and Papers of William Dunbar*.

In another tight little group all to themselves and spurning association with others are those eye-witness accounts of the War of 1812; *A Narrative of the Campaigns of the British Army*, by an Officer who served with the Expedition; LaTour, complete with battle plans; *The History of the War from Official Documents*; Cobbett's *Letters*; and Lossing's *Pictorial Field Book of the War of 1812*.

There are some travel books; Didimus, Martineau, Brackenbridge, Audubon and Sala. There are modern guide books, as well as Hearn's *Guide Book*, Norman's *Guide*, with a Municipal Map, and the Waldo, *Guide Book of 1879*, one of my favorites.

I have collected some official sets, such as *The Madison Papers*, *The Southern Historical Papers*, *Library of Southern Literature*, and *The South in the Building of the Nation*. *The Memoirs of Jefferson Davis*, and *The Writings of Thomas Jefferson* were inherited from my grandmother, a staunch Democrat, and a large group of Lincolniana, from my father, an equally staunch Republican.

In another little group are some works on American Indians; Catlett, McKenny and Hall's, *North American Indians*, the *Choctaw Dictionary*, and other, Bureau of Ethnology, publications.

There is no original source material, few manuscripts of value, a few pamphlets, as well as modern works on all of these and related subjects, some early imprints, and McMurtrie's interesting works on the subject of early Louisiana printing. There are a group of personal reminiscences of the Eliza Ripley type. Some Louisiana authors, both nineteenth century, and modern, are represented.

On the walls of the house I have a collection of eighteenth century maps of Louisiana, and New Orleans. This collection of maps is both eyecatching and decorative, and has proved to be an inexhaustible conversation piece.

My library is not a research library in the true sense, it is not properly catalogued, and not accessible to students as it is on the second floor of the house. It would be somewhat of a problem for an outsider's use. It has never been regarded as an investment in anything but time and interest, and a source of infinite pleasure to its owner.

"Opportunities Unlimited"

Address by Dr. Nicholas P. Mitchell, Associate Editor, *The Greenville News* and Chairman, South Carolina Council on Adult Education, to the Adult Education Section, Louisiana Education Association, New Orleans, November 25, 1952

One of my favorite stories in these days of bureaucrats, alphabet soup, and a language which someone has called gobbledegook, is that about the two Washington tourists who hired a taxi driver to give them an escorted tour of the city. In due time they came to the National Archives Building, which displays at one spot the motto, "What Is Past Is Prologue." One of them turned to the driver and asked, "My friend, what does that mean?" "Oh," he said, "This is Washington, and that's government talk. What it means is 'Brother, you ain't seen nothing yet!'" As we contemplate the future of adult education in the South, we must realize that we too ain't seen nothing yet. That field, stretching into all branches of life but dealing in every case with presumably mature minds, offers us at the same time unlimited challenge and unlimited opportunity.

Most of you are professional educators who know well that as America changes, its educational system must also develop; so that it serves the needs of adults as well as those of our youth. By so doing we not only apply a sounder educational philosophy but we also have a more incontestable claim to adequate financial support for public education, a practical point which we cannot overlook. It would be immodest in me, a mere newsman, to give you a detailed chart of the services which I believe can be rendered our adults. Probably all of you already have in your minds ideas for more projects than you can put into operation, limitations of time and—unfortunately—money, being what they are. Yet it may be worthwhile to pass on to you what I hope is a typical tax-paying layman's attitude toward this tremendous work of adult educa-

tion. My youngest child is in her senior year in high school; so perhaps my personal interest in the education of our youth is lessening. Yet as I look about and see the confusion that prevails among supposedly thinking adults I am sure that here, among those who have reached at least physical maturity, lies the greatest need of all. I am convinced that millions of other adults feel the same way. As we stand on this threshold of a new day, we want to utilize the facilities and faculties of our educational plants so that we adults too may come into possession of the information and training required to understand and enjoy life to the fullest in this second half of the 20th century. What does a layman expect of adult education?

To me successful adult education means the development on the part of all our people beyond the teen-age years of a mature attitude toward the varied problems of life. It is more than combatting illiteracy, more than vocational training, more than the encouragement of a pleasing and perhaps profitable hobby, more than learning the ins and outs of world politics or religious doctrine or recipes for cake or clam chowder. It is all of these—and more. And it is just as important to the possessor of a string of graduate degrees as to the man or woman who never saw the inside of a school house. Entirely too many of us, incidentally, fall into the lazy man's error of believing that once we have satisfied the requirements for a given degree, we are automatically educated for the rest of our lives. Education is a relative matter—and the world does not stand still.

For a little while—a very little while, as history is measured, mankind waits, here

at the introduction of the hydrogen age, before making the most fateful of all decisions. Will nations go down the road of misuse of the staggering new power which God has placed in man's hands, with the result that James Thurber's fantasy, "The Last Man on Earth," becomes tragic reality? Or will they turn in the other direction, using the new discoveries to relieve the shortages of materials and resources which have so often been the economic causes of war? Will peoples everywhere see, before it is too late, that the world stands on the threshold of Utopia, and act accordingly? Facing challenges such as these, progressive growth of the mind and spirit are indisputable essentials to human development. And there is no hope for that progressive growth unless one's education continues. Without it, man finds himself cut off from greater vision, like the terrapin trapped in a rut on a country road. And like that terrapin, he may be doomed to destruction by the crushing weight of a zooming juggernaut—unless he finds a way to get out of that rut, without delay. Those who are responsible for programs of adult education, then, have as their job, nay, almost as their divine calling, the stimulation and fulfillment of that demand for more and continuing education, in the broadest sense of the term, without which man must fail to achieve the vast potential with which the Creator has endowed him.

Philosophically, then, that is the purpose of adult education—to help man rise above those limitations which the humdrum activities of a prosaic and so-called "practical" existence will place upon him—to keep him striving throughout life toward the realization of the dreams that he confidently and hopefully shaped when he still enjoyed the vigor and aspiration of youth—to retain in him the joy of living, as a free and unfettered human being, created in God's own image.

This striving toward a fuller life is necessary not only for the adult's expansion of his own happiness, but also for the promotion of that sympathetic understanding which

he must have if he is properly to carry out his destiny of guiding the lives and moulding the characters of those who come after him. Today there are many disparaging remarks about the younger generation. But then criticism of the young is an established privilege of the old. Yet seriously, the boys and girls of today, according to some among us, are all going straight to hell, loafing, gambling, doping, committing all known excesses, and knowing less and less about more and more. All of us at times get a little disillusioned with modern-day spelling and grammar—some of us even quarrel a bit with the philosophy of progressive education—yet every person who comes into enough contact with today's youngsters to know how essentially fine they are—and how much more general knowledge they have of the world in which they live than their parents had at a comparable age—recognizes and resents that sort of hogwash for the bilge that it is. I am in complete agreement with somebody's passing remark that the chief thing wrong with the younger generation is the generation that it's younger than—which may be rather awkward phrasing but does express a major idea. Adults should remind themselves that for the past quarter century life has been growing steadily more difficult for the young, even in times of peace. The more exacting requirements of professional training and experience, the rising costs of mere existence, the desire for those creature comforts which we associate with a high standard of living—all these have combined to raise the age at which a young man can set up a home and establish a family with anything like a reasonable financial peace of mind. This inability of large numbers of young people to enjoy married life at a time when the physiologists say the biological urges are greatest has brought us many problems. On top of all that, the young man of 1952 faces at least two years' service in the armed forces, for reasons which often seem inadequate not only to him but to his elders. It takes faith and courage and endurance to be a youngster these days, as much as at any time in the

history of this Republic. And in fairness to our youth we adults must do a better job of developing in ourselves and our contemporaries who are their fathers and mothers and sisters and brothers and employers and teachers and union leaders and spiritual shepherds a clearer conception of the attitudes required today for mental stability. We must get a firmer grasp of the unshakable fact that the family remains the cornerstone in the kind of society in which we want to live, and that family security is by all odds the most significant and important of the innumerable brands of security so glibly tossed about by those who have rushed in to plan the future of us all. Intelligent adult education then, is a part of the effort to strengthen the nation's most precious asset, our children. Here in the South, those responsible for the continuing education of those with mature minds must help our people so to adjust our thinking that without sacrificing any of the pride that we so rightfully have in the history and traditions

of this blessed region for which we and our forebears hold such an encompassing love we may realize that we are going forward as an integral part of a powerful constitutional union. In that union most of us insist on the maintenance of the rights of the states, yet we must recognize as Thomas Jefferson did, that with those rights go certain duties. It is true that states rights must be jealously guarded, but it is equally true that states responsibilities must be zealously discharged.

Back in 1938 President Roosevelt appointed a commission, composed of southerners, to study the South. After he read its report, he tagged the South "the Nation's No. 1 economic problem." Some of us got very angry about that—our feelings were hurt and inane remarks about southerners who didn't wear shoes didn't improve matters—but the basic charge was true. So our people began to work harder to do something about existing conditions, with the result that the South of 1952 and the South

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of 1938 are in many respects as different as night and day. Just a little of the evidence: Today there are more than 50,000 factories in the South, in diversified industries, employing more than 3,000,000 workers, who are paid in excess of three billion dollars in annual wages. These factories are creating jobs for what used to be the surplus agricultural population of the South. Meanwhile, farm ownership is up; the sharecropper is fast disappearing; agricultural mechanization grows by leaps and bounds. The southern farmer is supplying the southern factory with raw materials and with food for its workers. New people are coming into the South, and more important our own people are beginning to stay in it; so that the day may soon come when it can no longer be said that this region's greatest export consists of its brightest young men and women who cannot find in Dixie the chance for advancement which they want. Today the South is the Nation's economic opportunity Number One! To

take full advantage of that requires a people mentally and physically alert and eager, backed by adult education programs designed to stimulate their growth.

Moreover, the increasing span of life means that there will be more and more adults, especially elderly adults, in the southern states from year to year. Adult educators will thus face heavier burdens, more difficult problems; but on the other hand, the opportunities that will be theirs will defy the imagination. They will be able to capitalize on the most revolutionary development of all in the 20th-century South—the fact that today's Southerners look forward, not backward. And adult educators must help them turn their dreams into realities. Perhaps it is well that all of us remind ourselves of the age-old challenge that I heard the late Dean Charlie Pipkin of L. S. U. throw so often to graduates in this state: "You are fugitives for the future—possess the land!"

Above everything, a layman feels that

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adult educators must awaken in the average adult a sense of personal responsibility for what happens in this country, politically, socially, economically and spiritually, today and tomorrow. The duties of citizenship must be actively accepted, not merely passively discharged. If the world is to be brought in balance, social scientists and humanitarians must match in their fields the staggering accomplishments of the physical scientists in theirs.

As I study the attitudes of Americans toward each other and the rest of the world today, as I talk with and study the McCarthys and the Morses, the Trumans and the Tafts, the Talmadges and the Warings, the Dulleses and the Achesons, the Norman Vincent Peales and the Billy Grahams, I find myself obsessed by a disturbing feeling of doubt. It arises because of a particular quality with which millions of my fellow-countrymen seem recently to have invested some of the more disputatious areas of life. That quality is the quality of certainty—of dogmatic, unbending sureness. You are fa-

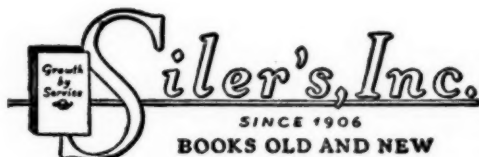
miliar with this peculiar state of mind. You are told that such and such action must be taken, and taken at once. Not tomorrow but now. Otherwise the world will certainly come to an end and you will be at fault. I keep hoping, thus far without result, that someone of national importance, someone whose words would count, will remind us of the old story of the two men in conversation, of whom one said: "Only fools are positive." "Are you sure?" asked the other, and the reply came, "I'm positive." Yet increasingly we exhibit that quality, about more and more difficult and vexatious subjects. The area of race relations, regrettably but surely, we must admit, remains a topic which brings this attitude out in too many of us. Other examples come to mind—many aspects of foreign policy, academic freedom in our universities, the clash of individual rights and governmental powers, the direction of modern economics, and many others. There is an almost mathematical rhythm about such matters. As the complexities and perplexities of the subject matter increase,

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the dogmatic certainties to which people subscribe rise in direct proportion.

For example, in the more detached and rational parts of our minds we recognize that historians are still giving us new light on the sources and direction of our Civil War, over some 90 years. Yet today we listen to the most positive and pompous utterances pretending to state the exact truth about the Korean war—a war where the guns are not yet quiet and where the facts are necessarily only partially available. Or, as another example, take the subject of how we should deal with the vast problems of China and the rest of Asia, a topic with the most intricate complications. Yet in every town there are many noisy people with dogmatic solutions, in contrast to only a handful with the patience to study some of the relevant facts. Too many of us are too busy talking to take time out for thought. But those who would speak have an obligation to have more than merely a loud voice.

In a somewhat different area than that

of foreign policy, most of us realize the enormous complexities arising from modern industrial life. We know that the improvement of institutions to help make it a better life is inevitably a drawn-out job of trial and error, of the kind of experimentation that has always characterized America. Yet there is almost no indication of that realization in the out-pourings of those who are most articulate. Manufacturers' associations ponderously pronounce that the adoption of this or that bit of legislation means certain progress down the road to socialism and probably the road to hell, if there's any difference in the two—so far as most manufacturers' groups go, there isn't any! Simultaneously, significant labor organizations indulge in the fraudulent pretension that they can mathematically evaluate the soul of a legislator. Totalling up his votes on a few measures, they grade him in a range that runs from 100% virtue to 100% evil, and they pass on his political future accordingly.

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of mind. It serves as an efficient anesthetic, dulling the lively pains which doubt and questioning can kick up. But it is an anesthetic to which, happily, most members of the human race are allergic. Despite the gloom which this prevalent dogmatism produces, it is not too optimistic to believe that the majority of men, within themselves at least, still cling to the old-fashioned concept that infallibility is a quality reserved for God.

Of all people we educators should sit so close to the light of truth that we will be constantly reminded how elusive—how difficult of detection—truth really is. Surely we recognize, knowing a little about history, that the path to understanding in all fields is long and winding and filled with stumbling blocks.

After all, we live today during the ending of the second thousand years of Christianity. Beyond that, we are provided with wisdom from even more ancient civilizations. And yet we still find major disagreement—and much more minor discord—about even the nature of man and God. In the face of this, it is not surprising that our universities, at least, should recognize a need for a tentative approach toward some of life's less basic mysteries. But it is amazing and a bit terrifying that, outside the realm of scholarship, there is this growing impatience with complexity and challenge. In fact, one can find more than an occasional scholar

who is likewise tainted. Increasingly around us in the Tower of Babel of these confused times we find people with exact, unarguable, finite solutions for any and every inexact, troublesome problem of an infinite humanity. Upon what meat do these our mental Caesars feed?

Studying the manifestations of this rise of certainty, one is especially struck by the emergency of so many party lines, group doctrines blindly accepted as a substitute for the product of individual thought. The purest example, naturally, is the Communist party line, for it is the Communists who have achieved the ultimate in certainty. Through their peculiar apparatus they are enabled always to be certain, though most likely they will not be certain tomorrow about the things of which they were certain today. But while the Communists may have the most sweeping line, they do not have the only one. There is a multiplication of them, and each seems to provide an expanding assortment of epithets for use in referring to any opposition.

Thus, according to one line, a supporter of the Taft-Hartley law can never be credited with possibly decent motives. He cannot have sincerely concluded that trade-union power has been abused. Instead he is a filthy reactionary. Again, there can be no doubt about the character of a person who may express concern about the excesses of the loyalty program. He obviously is a pink,

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a long hair, a fellow traveler, or perhaps even a traitor. Serious as it is, the situation reminds me of the story of the absent-minded lawyer who began a summation to the jury by saying of the defendant, "This man has the universal reputation of being a consummate liar and a thorough-going scoundrel." At that point one of his associates grabbed him by the coattail and said, "Hold on, that's your client you're talking about." The lawyer on his feet never missed a word. Blandly he went right on, "But what great spirit has not been villified and persecuted by his contemporaries?"

What causes this desire for absolute certainty about areas in which man has not yet found his way I do not pretend to know. Perhaps it results from the revolution of modern life that has torn away much of our stability. Perhaps a growing skepticism has weakened man's central sureness about his major faith. And the hunger caused by the absence of that faith may have driven man to seek a substitute in dogmatism about the episodic parts of life. These are questions too large for newspapermen. They must be reserved for theologians and scholars. But whatever its sources, this insistence, almost violent in its powerful pressures, on the acceptance of an immediate certainty, this positive demand for admission that whatever the field this given approach is the only one possible—this fearful trend toward the imposition of an Iron Curtain type of mental straight-jacket must be recognized and bridled. To me it is peculiarly the province of educators to curb it, to place in the minds of men and women, no matter what their major interest, their social, economic or educational level, their political belief, a more far-ranging tolerance and humility of thought. Too often those who have all the answers don't even understand the questions.

Of all human virtues patience is perhaps most needed in 1952. We all tend to be restlessly impatient in our own specialized fields. Because we are grounded in certain knowledge in such areas, it is easy for us to become annoyed with what we consider

the ignorance or the intolerance of others. It is very heady wine to be possessed of too much of a sense of virtue, and before we get carried away with our own righteousness, let us remember Pascal's saying—that man is neither angel nor beast, and that unfortunately he who would act the angel sometimes acts the beast. Of course, we are on the side of the angels, but let us be on our guard lest our haloes tarnish. As sensible adult workers helping other adults let us join them in tackling the problems which all of us may be handed as part of the illogical fabric of history with a patience that befits history and a tolerance that befits free men. Let us accept as our guiding principle the Apostle Paul's statement of confession, "I am debtor both to the Greeks and to the Barbarians, both to the wise and the unwise."

Let us remember the story in the old third-grade reader about the 7 men who crossed a field. The first was a farmer, who saw only the grass. The next, an astrono-

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mer, saw the horizon and the stars. A physician noticed standing water and suspected miasma. He was followed by a soldier who saw how easy the field would be to hold, and how troops could be disposed. Then came a geologist, intent upon the rocks and soil. After him appeared a real estate broker who planned how the line of house lots should run. Then came a poet who admired the shadows cast by the trees and listened to the music of the singing birds. Think how many different news stories each true in its own way, could have been based on that trip through a field, and you will realize again that adult education's task of broadening our people's vision is indeed significant and mighty.

In our effort to build and to assist others to build, a better world, then, let us not go careening recklessly along, proclaiming our surrender of individual dignity and our obeisance to spurious certainties. Rather let us devote ourselves anew to the search for truth. In its pursuit we shall be aided by humility toward ourselves and respect toward others. The Master told those who would believe and serve, "Ye shall know the truth, and the truth shall make you free." It is in helping those whom we serve to realize the full implications of that Biblical promise in their daily lives that we today and tomorrow can and must meet the real challenge of adult education—opportunities unlimited!

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Balance in Checking Account			
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TOTAL ASSETS, JANUARY 1, 1953			\$2,570.63